

Fall 2002
Revised Annotations April 2007

1.7

Response to Text

Benchmarks

1.7 In responses to text, students show understanding of reading, connect what has been read to the broader world of ideas, concepts, and issues, and make judgments about the text. This is evident when students:

PreK-4:

- A. Connect plot/ideas/concepts to experience, including other literature;
- B. Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts, and issues;
- C. Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.

5-8: Evidence PreK-4 applies, plus -

- D. Clearly articulate a point of view, or state a firm judgment about the piece discussed;
- E. Engage the reader effectively and provide closure;
- F. Maintain a sense of audience by addressing the reader's possible questions.

9-12: Evidence PreK – 8 applies, plus –

- G. Establish interpretive claims and support them.

Grade 3 Benchmarks

The Indian in the Cupboard	Exceeds the Standard (4)
Ramona Quimby, Age 8	Exceeds the Standard (4)
Phantom Tollbooth	Exceeds the Standard (4)
Animorphs by K.A. Applegate	Meets the Standard (3)
Mountain Born	Meets the Standard (3)
Andrew the Kind	Below the Standard (2)
American revolution	Below the Standard (1)

Standard 1.7 Response to Text *Revised Rubric***K - 4**

1.7 In responses to literature, students show understanding of reading, connect what has been read to the broader world of ideas, concepts, and issues, and make judgments about the text.

Dimensions of Writing Standard 1.5 Criteria	<u>Score Point 4</u> Shows evidence of exceeding the standard	<u>Score Point 3</u> Shows evidence of meeting the standard	<u>K – 3 Below the Standard</u> K - 3	
			<u>Score Point 2</u> (Grade 4) Shows evidence of being below the standard	<u>Score Point 1</u> (Grade 4) Basic and limited writing
Purpose <ul style="list-style-type: none"> Context Focus/controlling idea Evidence of understanding and reflection/ connection that are related to text Analysis of the elements of the text (character, character change, author's craft, theme, compare/ contrast) 	<p>Clear context includes name of author and title of book and may include a hook</p> <p>Focus/controlling idea is clear</p> <p>Responds directly to the text with analysis and includes a relevant connection to broader ideas (text to text/text to self/text to world).</p>	<p>Clear context includes name of author and title of book.</p> <p>Focus/controlling idea is clear</p> <p>Responds directly to the text with analysis and includes a relevant connection to broader ideas (text to text/text to self/text to world).</p>	<p>Little context.</p> <p>Topic and/or focus may shift. Writing may rely on personal response</p>	<p>No context.</p> <p>May not have a focus/controlling idea and may be limited to a general summary or retelling</p>
Organization <ul style="list-style-type: none"> Overall coherence Information presented in a logical, cohesive fashion. 	<p>Has clear, consistent coherence and organization</p> <p>Has introduction, body, conclusion</p> <p>Uses transitions</p>	<p>Organization is clear and consistent</p> <p>Has introduction, body, conclusion</p> <p>Uses some transitions</p>	<p>May have some organizational structure</p>	<p>Little or no organization is present</p>
Details/Elaboration <ul style="list-style-type: none"> Specific concrete details with appropriate references to/citations from text to support writer's point of view. 	<p>May include citations as well as references to the text to support focus</p> <p>In depth, precise elaboration related to focus</p>	<p>Uses references to text and concrete details to support focus. May use citations</p> <p>Ideas are elaborated appropriate to grade level</p>	<p>Random details and no or unclear references to text</p> <p>Ideas are not elaborated or details are insufficient to support focus</p>	
Voice and Tone <ul style="list-style-type: none"> Vocabulary Sentence structure Sentence variety 	<p>Uses effective vocabulary, sentence variety and/or structure</p>	<p>Uses appropriate vocabulary, sentence variety and/or structure</p>	<p>Uses confusing language, sentence structure, and variety</p> <p>Uses pale vocabulary and basic sentence structure</p>	

❖ The benchmarks define the performance level of the descriptors for each grade.

THE INDIAN IN THE CUPBOARD

By Lynne Reid Banks is about a magic cupboard that a boy named Omri got for his birthday. He uses the cupboard to bring plastic figures to life. The author used an indian named Little bear to tell about indians and their life.

This quote is about Omri suggesting for Little Bear to sleep in a tepee but Little Bear said he lived in a long house.

“Listen,” he said excitedly. “I want you to come out of there. I’ll find you a much more comfortable place. You said you were cold. I’ll make you a proper tepee—“

“Tepee!” the Indian shouted. “I no live tepee. I live longhouse!”

Omri figured that Little Bear was an Iroquois and he lived in a long house after this part of the book.

This next quote is about Little Bear cutting his and Boone’s wrist so they could be blood brothers.

Little Bear went through a whole routine first, cleaning himself, offering up loud chanting prayers to the spirits, and performing a marvelous stomping dance around the fire. Then he nicked his own wrist with the point of his knife. The blood welled up. Boone took one look and burst into tears.

In the next sentence Boone saw how much blood was coming out of Little Bear’s wrist so he cried. The author used this piece to tell that indians do ceremonies like praying to spirits.

This next quote is about is about Little Bear and Boone fighting after breakfast.

Little Bear let out a noise like “OOOF!” He caught Boone by both ankles and heaved him off. Little Bear picked up a clod of compost and flung it after him, catching him full in the face. Then Little Bear got up and ran at him, holding both fists together and swinging them as he had swung the battle-ax. They caught the cowboy a heavy whack on the ear, which sent him flying to one side. But as he flew, he caught Little Bear a blow in the chest with one boot. That left them both on the ground.

That was an example of how much indians hate cowboys.

This last quote is about Omri going to the store to buy a seed tray because his dad found out that he used his old one but besides finding the seed tray he found seeds.

The hardware store was still open. He bought the seed tray and the seeds and was just paying for them when he noticed something. On

the seed packet, under the word “Marrow,” was written another word in brackets: “Squash.”

So one of the “three sisters” was marrow! On impulse he asked the shopkeeper, “Do you know what maize is?”

“Maize, son? That’s sweet corn, isn’t it?”

“Have you some seeds for that?”

The author used this part of the book to tell that the indians ate the three sisters which are called: Marrow, Squash, and Maize.

The author used Little Bear to tell about indians and their life. I taught my brother to throw a baseball correctly.

THE INDIAN IN THE CUPBOARD

By Lynne Reid Banks is about a magic cupboard that a boy named Omri got for his birthday. He uses the cupboard to bring plastic figures to life. The author used an indian named Little bear to tell about indians and their life.

***Author’s craft
(purpose) focus***

This quote is about Omri suggesting for Little Bear to sleep in a tepee but Little Bear said he lived in a long house.

“Listen,” he said excitedly. “I want you to come out of there. I’ll find you a much more comfortable place. You said you were cold. I’ll make you a proper tepee—“

“Tepee!” the Indian shouted. “I no live tepee. I live longhouse!”

***Quote selected by
student and pasted
into writing
supports focus
(where Indians
lived)***

Omri figured that Little Bear was an Iroquois and he lived in a long house after this part of the book.

***Analysis completes
paragraph***

This next quote is about Little Bear cutting his and Boone’s wrist so they could be blood brothers.

Little Bear went through a whole routine first, cleaning himself, offering up loud chanting prayers to the spirits, and performing a marvelous stomping dance around the fire. Then he nicked his own wrist with the point of his knife. The blood welled up. Boone took one look and burst into tears.

***Writer has loose
connection
between citation
and focus***

In the next sentence Boone saw how much blood was coming out of Little Bear’s wrist so he cried. The author used this piece to tell that indians do ceremonies like praying to spirits.

***Analytical
sentence refers to
focus***

This next quote is about is about Little Bear and Boone fighting after breakfast.

Little Bear let out a noise like “OOOF!” He caught Boone by both ankles and heaved him off. Little Bear picked up a clod of compost and flung it after him, catching him full in the face. Then Little Bear got up and ran at him, holding both fists together and swinging them as he had swung the battle-ax. They caught the cowboy a heavy whack on the ear, which sent him flying to one side. But as he flew, he caught Little Bear a blow in the chest with one boot. That left them both on the ground.

***Writer uses
quote to make
judgment about
the relationship
between Indians
and cowboys***

That was an example of how much indians hate cowboys.

***Analytical sentence
completes paragraph***

This last quote is about Omri going to the store to buy a seed tray because his dad found out that he used his old one but besides finding the seed tray he found seeds.

The hardware store was still open. He bought the seed tray and the seeds and was just paying for them when he noticed something. On the seed packet, under the word “Marrow,” was written another word in brackets: “Squash.”

So one of the “three sisters” was marrow! On impulse he asked the shopkeeper, “Do you know what maize is?”

“Maize, son? That’s sweet corn, isn’t it?”

“Have you some seeds for that?”

The author used this part of the book to tell that the indians ate the three sisters which are called: Marrow, Squash, and Maize.

This sentence connects the quote to the focus

The author used Little Bear to tell about indians and their life. I taught my brother to throw a baseball correctly.

Attempt at personal response does not connect to focus but does not detract from the overall effectiveness of the writing

Exceeds the Standard

This effective response to literature focuses on author’s craft: that the author used a character to give information about the Indian way of life. The writer uses a direct quote to support four assertions about Indian life. The quotes are set up with context and followed by commentary related to the focus.

Instructional note: the quotes were selected by the student, copied from the book by the teacher, and then pasted into the writing.

RAMONA QUIMBY, AGE 8

By Beverly Cleary

This story is about Ramona at school and at home with her family. She plays with lots of kids like “Yard-Ape” who she named at recess on the first day of school. Ramona and her family have a hard living life because Ramona and her sister are always in mischief and their father is not able to have money for a job so their father has to go to school for a job. In reading this story, we can see two important qualities of Ramona they are funny and clever.

First Ramona is funny. We see this in the story when Ramona whacks an egg on her head thinking it was a hard boiled egg. As the author writes “Ramona, like “Yard-Ape” was a whacker. She waited until everyone was watching and whack! This shows funniness because she was more surprised than the class because the egg was a raw egg instead of a boiled one.

Besides being funny, Ramona is also clever. One good example of this in the story happens when her song that she liked came on the radio and she was clever to dance to the music. Ramona was clever because she was not going to be bored. She was going to be happy so she danced in front of other people. After the music, Beverly Cleary writes “I’m not suppose to talk to strangers”. This shows cleverness because she knows not to talk to strangers.

Reading about Ramona made me feel like I am Ramona because I act like Ramona like the time I had to cook for my family.

In conclusion Ramona shows a lot of funniness and cleverness. People should read this book because you get a lot of laughs and “oh-nos” in the book when she does some bad things and when she’s funny.

**1.7 Response to Text –
Character Analysis
Grade 3
Effectiveness Score = 4**

RAMONA QUIMBY, AGE 8
By Beverly Cleary

This story is about Ramona at school and at home with her family. She plays with lots of kids like “Yard-Ape” who she named at recess on the first day of school. Ramona and her family have a hard living life because Ramona and her sister are always in mischief and their father is not able to have money for a job so their father has to go to school for a job. In reading this story, we can see two important qualities of Ramona they are funny and clever.

*Effective context
and clear focus*

First Ramona is funny. We see this in the story when Ramona whacks an egg on her head thinking it was a hard boiled egg. As the author writes “Ramona, like “Yard-Ape” was a whacker. She waited until everyone was watching and whack! This shows funniness because she was more surprised than the class because the egg was a raw egg instead of a boiled one.

*Writer explains why
quote is funny*

Relates to focus

Besides being funny, Ramona is also clever. One good example of this in the story happens when her song that she liked came on the radio and she was clever to dance to the music. Ramona was clever because she was not going to be bored. She was going to be happy so she danced in front of other people. After the music, Beverly Cleary writes “I’m not suppose to talk to strangers”. This shows cleverness because she knows not to talk to strangers.

*Analysis of
Ramona’s action
relates to focus*

Relates to focus

Reading about Ramona made me feel like I am Ramona because I act like Ramona like the time I had to cook for my family.

*Effective personal
response*

In conclusion Ramona shows a lot of funniness and cleverness. People should read this book because you get a lot of laughs and “oh-nos” in the book when she does some bad things and when she’s funny.

Personal response is an analytical “aha” statement

Exceeds the Standard

The strength of this response to literature lies in the interpretative development of the specific references to text. The focus on Ramona’s character is supported by one piece of elaborated evidence per point. Transitions carry the writing forward. The personal response (text to self) is effective for third grade.

PHANTOM TOLLBOOTH

The book I picked is Phantom Tollbooth by: Norton Juster. There was one part of the book I really liked, it was when Juster turned states of mind into physical places.

One example is the Doldrums. To humans the Doldrums is an imaginary place, a place where you go if you're not thinking. In the Doldrums everything is boring and dreary, nobody does anything all day, all month, all year! Milo (the main character) goes to the Doldrums, where he was, it was a real place!

Another example is when Milo try's to get to infinity, of course he never gets there! You can never get to infinity, it goes on and on forever! In the human world infinity is just a number, where Milo is it is a place.

My last example is how Milo jumps to Conclusions. Probably all of us, once or twice, have jumped to Conclusions. Well Milo did, and as you can guess, it was a real place. To us "jumping to Conclusions" is just an expression, Milo he really jumped to an island called Conclusions.

As you can see Juster did a good job of turning states of mind into physical places. I think Phantom Tollbooth is a wonderful book and recommend it!

**1.7 Response to Text -
Author's Craft
Grade 3
Effectiveness Score = 4**

PHANTOM TOLLBOOTH

The book I picked is Phantom Tollbooth by: Norton Juster. There was one part of the book I really liked, it was when Juster turned states of mind into physical places.

***Focus is on
author's craft***

One example is the Doldrums. To humans the Doldrums is an imaginary place, a place where you go if you're not thinking. In the Doldrums everything is boring and dreary, nobody does anything all day, all month, all year! Milo (the main character) goes to the Doldrums, where he was, it was a real place!

***Elaboration
supports focus***

Relates to focus

Another example is when Milo try's to get to infinity, of course he never gets there! You can never get to infinity, it goes on and on forever! In the human world infinity is just a number, where Milo is it is a place.

Relates to focus

***Writer cites
and
elaborates
on abstract
ideas from
the text***

My last example is how Milo jumps to Conclusions. Probably all of us, once or twice, have jumped to Conclusions. Well Milo did, and as you can guess, it was a real place. To us "jumping to Conclusions" is just an expression, Milo he really jumped to an island called Conclusions.

Relates to focus

As you can see Juster did a good job of turning states of mind into physical places. I think Phantom Tollbooth is a wonderful book and recommend it!

Personal response repeats focus

Exceeds the Standard

This response to literature is strongly focused on an aspect of author's craft: how the author turned "states of mind" into "physical places." The writer organizes and elaborates on three specific states of mind to support the focus. This level of analysis shows a clear understanding of the text that is sophisticated for a third-grader.

1.7 Response to Text
Grade 3

Animorphs by K.A. Applegate is about 5 kids, Rachel, Jake, Marco, Cassie, Tobias (he wanted to be a red-tailed hawk), and the Andalite*, Ax. My favorite book is book #17 because of the main character Rachel. Rachel is 25 and is very brave and daring. This literary response is how she is brave and daring.

One reason why I think she is brave and daring is the way she became an animorph. The Andalite's brother gave them the power to morph into any animal they wanted to, even an ant! Because they can only be in a morph for 2 hours or they are stuck in that morph **forever** I think it was brave of her to do that. (It is not pretty to see someone morph)

Another reason is how she uses her morph. She fights these slug-things called Yeerks. Yeerks are like tape-worms, but they want your brain, not your stomach. Once they're inside your brain, they open up your deepest thoughts and they control you. They are called **Controllers**.

My last reason why I think she is brave is how she uses her time. She doesn't waste her time. She gets right to work.

I recommend this book and all of the other books to anyone.

**1.7 Response to Text -
Character Analysis
Grade 3
Effectiveness Score = 3**

Animorphs by K.A. Applegate is about 5 kids, Rachel, Jake, Marco, Cassie, Tobias (he wanted to be a red-tailed hawk), and the Andalite*, Ax. My favorite book is book #17 because of the main character Rachel. Rachel is 25 and is very brave and daring. This literary response is how she is brave and daring.

Context consists of title, author, characters

Clear focus

One reason why I think she is brave and daring is the way she became an animorph. The Andalite's brother gave them the power to morph into any animal they wanted to, even an ant! Because they can only be in a morph for 2 hours or they are stuck in that morph **forever** I think it was brave of her to do that. (It is not pretty to see someone morph)

Specific reference to text; could have included what animal Rachel morphed into

Personal response is analytical and related to the

Transitions

Another reason is how she uses her morph. She fights these slug-things called Yeerks. Yeerks are like tape-worms, but they want your brain, not your stomach. Once they're inside your brain, they open up your deepest thoughts and they control you. They are called **Controllers**.

Concrete details support focus

My last reason why I think she is brave is how she uses her time. She doesn't waste her time. She gets right to work.

This paragraph needs stronger connection to focus

I recommend this book and all of the other books to anyone.

Standard "book report" conclusion

Meets the Standard

This piece of writing represents an appropriate transition between a "book report" and a response to literature for a third-grader. It begins with adequate context and a clear controlling idea. The organization is consistent with transitions. Elaboration consists of specific references to text.

***1.7 Response to Text
Grade 3
Effectiveness Score = 3***

MOUNTAIN BORN

This book is about a family that has a sheep farm. Peter and Bidy are growing up and learning about life on the farm.

One way that Peter is growing up is sheering sheep because 5 year old boys don't sheer sheep. Even though he is 5, there is still part of growing up on a sheep farm. Also, another way is that his dad Andrew asked him if he wanted to cut off lamb tails with him. This is a way that Peter is growing up, because his dad is asking him to do an adult job.

A way that Bidy is growing up is when she steers the flock and saves them this is a way that she is goring up because I don't think lambs lead a flock. Another way that Bidy is growing up is when she has her lamb because this is a way that she is growing up because I don't think lambs have lambs.

One way that they both are growing up is at the beginning Peter hasn't seen death and at the end Bidy dies and Peter sees death.

I am like Peter, because I had a black mom (sheep) and a black baby sheep. My sheep died just like Bidy. If I ever get sheep again I will think of the book Mountain Born.

**1.7 Response to Literature --
Character Change
Grade 3
Effectiveness Score = 3**

Mountain Born

This book is about a family that has a sheep farm. Peter and Bidy are growing up and learning about life on the farm.

*Needs more context--
Reader needs to know
that Bidy is a sheep*

One way that Peter is growing up is sheering sheep because 5 year old boys don't shear sheep. Even though he is 5, there is still part of growing up on a sheep farm. Also, another way is that his dad Andrew asked him if he wanted to cut off lamb tails with him. This is a way that Peter is growing up, because his dad is asking him to do an adult job.

*Body paragraph
contains evidence
from the text to
support focus*

A way that Bidy is growing up is when she steers the flock and saves them this is a way that she is goring up because I don't think lambs lead a flock. Another way that Bidy is growing up is when she has her lamb because this is a way that she is growing up because I don't think lambs have lambs.

*Supporting evidence
with critical thinking
about similarities in
the text*

One way that they both are growing up is at the beginning Peter hasn't seen death and at the end Bidy dies and Peter sees death.

I am like Peter, because I had a black mom (sheep) and a black baby sheep. My sheep died just like Bidy. If I ever get sheep again I will think of the book Mountain Born.

Personal response clearly connected to text

Meets the Standard

This response is a solid piece of writing for third grade. The focus is clear ("Peter and Bidy are growing up and learning about life on the farm"), although the writer needs to say that Bidy is a sheep. The writing is clearly organized: one paragraph on Peter, one on Bidy and a comparison, with a personal response at the end tied effectively back to the book.

Andrew the kind

In the story Freckle Juice a boy named Andrew gets sick because a girl name Sharon made him sick.

Andrew is kind and thoughtful. First he is kind. We see this when he never picked on anyone. He was nice when he tried his best to not get anyone in trouble.

In the story Andrew is thoughtful because he warned people if they were in trouble. Andrew never tattletaled on anyone. He didn't even pick on Sharon the mean of the class.

In conclusion Andrew is kind and thoughtful. I would have been nice to everybody because I would have got in trouble.

**1.7 Response to Literature --
Character Analysis
Grade 3
Effectiveness = Below the Standard (2)**

Andrew the kind

In the story Freckle Juice a boy named Andrew gets sick because a girl name Sharon made him sick.

Little context

Focus
Andrew is kind and thoughtful. First he is kind. We see this when he never picked on anyone. He was nice when he tried his best to not get anyone in trouble.

In the story Andrew is thoughtful because he warned people if they were in trouble. Andrew never tattletaled on anyone. He didn't even pick on Sharon the meany of the class.

*Details missing:
What happened in the story? How did Andrew try not to get anyone in trouble? Who did he warn and about what?*

In conclusion Andrew is kind and thoughtful. I would have been nice to everybody because I would have got in trouble.

Conclusion with personal response attempts analysis and is related to focus

Below the Standard (2)

This response to literature has a focus and an organizational structure, but the ideas are not elaborated or specific enough to support the focus. The writer gives vague examples without referring to events in the text. This lack of support keeps the writing below the standard.

1.7 Response to Literature
Grade 3

American Revolution What difficult times the 1700s were for everyone. King George was being unfair, and the Americans wanted their freedom from the British rule. In the Book I Sam the Minutmen This is what happened to change things.

In the beginning Sam was a little boy who liked to help his Dad around the old farm house At this time America Belong to the English

During this time the Amricans had to pay taxes on tea, papers and coffee The British were leaving Boston. Sam and his Dad had to go help in the war They knew the British were coming so Sam got his gun.

During the war Sams friend John got shot in this leg Sam saw his Mom carrying when she had to put a bandage on John's leg

Finally the war had stopped and 8 minutmen had shot and died then they all went home to go to sleep and eat some food. I think it would be hard for kids to fight in the war

***1.7 Response to Literature
Grade 3
Effectiveness = Below the Standard (1)***

American Revolution What difficult times the 1700s were for everyone. King George was being unfair, and the Americans wanted their freedom from the British rule. In the Book I Sam the Minutmen This is what happened to change things.

***Context, no focus;
writer sets up
retelling***

In the beginning Sam was a little boy who liked to help his Dad around the old farm house At this time America Belong to the English

During this time the Amricans had to pay taxes on tea, papers and coffee The British were leaving Boston. Sam and his Dad had to go help in the war They knew the British were coming so Sam got his gun.

Lapse in chronology

During the war Sams friend John got shot in this leg Sam saw his Mom carrying when she had to put a bandage on John's leg

***Detail is random
without
connection to a
focus; confusing
language***

Finally the war had stopped and 8 minutmen had shot and died then they all went home to go to sleep and eat some food. I think it would be hard for kids to fight in the war

Evidence of "aha" statement in personal response

Below the Standard (1)

Although this response to literature has details from the text and is organized chronologically, it does not have a controlling idea and is simply an incomplete retelling of the story. The writer missed an opportunity to focus on the changes that the Revolution brought to Sam and his family.